ASSESSMENT @ SHIPPENSBURG
JUNE 2019

Introduction
Dr. Sue Mukherjee
Data Governance (including Nuventive)
Building Capacity (Collaborative Learning)
Report Completion (Guide and Annual Report)
Alignment (Academic and Non Academic)

Provide and coordinate support for reporting, assessment, decision-making, and planning activities for assessment and evaluation to help fulfill the stated mission and goals of Shippensburg University. Primary functions and roles include:

- Being source of current and historical university data needed for assessment related activities,
- Provide qualitative and quantitative data support and advice around use of Nuventive to assess,
- Ensures compatibility with guidelines for maintaining data security as is relevant,
- Ensures currency with best practices in field and requirements for accreditation and other compliance related matters.
Phase 1
Comprehensive Review/Training/Assessment Model Design

- Review existing planning documents (strategic plan, assessment documents) & MS recommendations
- Review current capacity and form infrastructure
- Inspect existing reporting systems/prepare summary report of findings
- Review findings with Assessment and IE Team

Phase 2
Data Design

- Design support structure for units
- Develop budgeting model that encompasses programmatic assessment.

Phase 3
Comprehensive Review/Training/Assessment Model Design

- Develop comprehensive plan of action.
- Create/share specific tools that uses data
- Prepare/Build Comprehensive Assessment Guide*
- Hold divisional Learning Sessions at the unit level for assessment coordinators**

Phase 4
Data Design

- Release data base that will allow various units to compare performance with peer and aspirant groups
- Ensure budgeting model encompasses programmatic assessment.

Goal: Shippensburg University of Pennsylvania

*This document will include timelines and personnel designation/responsibility for the collection and review of assessment reports
**Using an approach that calls for two working sessions per day training could be concluded in two days
Institutional Effectiveness Workgroup
Dr. Amy Diehl & Dr. Tracy Schoolcraft
Assessment at Shippensburg Before Fall 2018

1. **Student Learning Outcomes (SLO)**
   1. Program level (including minors and concentrations)
      1. Reviewed through Academic Affairs Assessment Team (since 2007) except for General Education Assessment
      2. Reported and reviewed through Five-Year Program Review
         1. For programs not accredited by discipline-specific accreditation like AACSB
   2. Program Outcomes (Goals)
      1. Reviewed/revised annually through Program Planning and Budget Process (each April/May)
         1. How unit’s program goal is linked to University Strategic Plan Goal
         2. Was to be reviewed by unit supervisor(s)
         3. Moving forward, want a centralized review process by UAT (expand AAAT to UAT)
      2. Since before 1999, have reported to MSCHE that this process is used for making budget allocations
      3. Also Five-Year Program Review
   3. Other ways assessment is used
      1. Tech Fee proposal process
      2. Faculty staffing process
      3. Graduate Assistant allocation process (previously)
1. Student Learning Outcomes (SLO)
   1. No changes

2. Program Outcomes (Goals)
   1. Refinement of assessment plans/reports in Nuventive
   2. Formation of Institutional Effectiveness Team and its evolution
      1. December-early Spring
      2. Early Spring through now
Institutional Effectiveness

Goal: Create infrastructure to support institutional effectiveness assessment for academic and non-academic areas

Governance

Decentralized

- Divisional Assessment

Centralized

- Nuventive Improve Software (TracDat)

- Institutional Effectiveness Support Team
  - Provide training & technical support for Nuventive Improve

- Institutional Effectiveness Team (cross-divisional)
  - Provide training, address unit-level effectiveness assessment, create assessment guide

- University Strategic Plan and Assessment Committee
  - Review institutional effectiveness assessment on ongoing basis & produce annual assessment report

Associated Committees

- University Strategic Planning Committee, Academic Affairs Assessment Team, 5-Year Review Committees, and Program Planning & Budget Process

Support

- Chief Strategy Officer responsible for institutional effectiveness assessment
- Office of Institutional Research & Assessment in collaboration taking lead to:
  - assisting w/ assessment data collection & analysis
  - supporting assessment activities (workshops)
  - coordinating assessment training & professional development
- Assist assessment support planning and creation of comprehensive guides for assessment and planning
- Produce annual report and disseminate results

→ Spring 2017
→ Spring 2017 - Spring 2019
→ Spring 2019 - Summer 2019
→ Fall 2019 →
GOAL ALIGNMENT
PASSHE
PROSPECTIVE
JUNE 2019

Director of Research and Analytics
Office of the Chancellor
Charlotte Osmolenski
Goals for Today’s Workshop

• Learn how to create an assessment plan
• Understand the assessment process
  • Alignment
  • Develop Unit Goals
  • Create Unit Objectives
  • Identify Assessment Metrics
• Enter plan into Nuventive

Identify Unit Goals

Use of Results and Future Actions

Create Unit Objectives

Analyze and Interpret Data

Gather Activities/Strategies for Evidence of Implementation
Pennsylvania State System of Higher Education
Shippensburg University
University Strategic Plan
Divisional Plans
Unit/Department (i.e. CMPDC)

How Alignment Works …
Student learning and personal development through highly effective and innovative teaching, complemented by a wide variety of out-of-class experiences, continue to serve as the hallmarks of a Shippensburg University education.

Help students negotiate their best educational experience:
- Catalyze transformation (of Shippensburg) to an *Insight Driven Organization*, and
- Assist Shippensburg assume its regional stewardship
- Advance Shippensburg University’s relationships with regional, national, and global partners
- Advance Shippensburg University developed a structured approach towards assessment and institutional effectiveness.

Empower students/alumni by providing personalized and innovative career development opportunities, experiential learning and mentoring to help achieve their individual career goals and (in doing so) contribute to the workforce competitiveness of the region.
Statement of Institutional Purpose:

Institutional Mission Reference:

Department Mission Reference:

Department or University Goal(s) Supported:

Unit Goal(s): 2 to 4 Unit Goals’ preferred
1.

2.

3.
Identifying Performance Goals for Your Unit; The Shults Dorime Williams (SDW) Support Taxonomy

- **Analysis**: Evaluating Effectiveness of Operations. Analyze, audit, interpret, measure, etc.
- **Integration**: Working with Other Units to Enhance Operations. Advise, collaborate, guide, train, etc.
- **Development**: Advancing Operations through Innovation. Build, create, design, generate, etc.
- **Management**: Managing Established Operations. Approve, coordinate, navigate, verify, etc.
- **Maintenance**: Conducting Routine Activities. Administer, inspect, operate, procure, etc.
- **Delivery**: Providing Information or Services. Allocate, distribute, offer, present, etc.
### Alignment: University Mission and Unit Goals

- **University Mission**
  - Student learning and personal development through highly effective and **innovative** teaching, complemented by a wide variety of **out-of-class** experiences, continue to **serve** as the hallmarks of a Shippensburg University education.

- **Empower** students/alumni by providing personalized and **innovative** career development opportunities, **experiential learning**, and mentoring to help achieve their individual career goals and (in doing so) contribute to the workforce competitiveness of the region.

<table>
<thead>
<tr>
<th>Unit Goal 1: Expand</th>
<th>career development programs and services to help <strong>all</strong> students and alumni obtain relevant employment and experiential opportunities (with a focus on inclusion and equity).</th>
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</thead>
<tbody>
<tr>
<td>Unit Goal 2: Grow</td>
<td>Shippensburg University’s impact on the region’s economic and workforce development (and regional competitiveness).</td>
</tr>
<tr>
<td>Unit Goal 3: Strengthen</td>
<td>community-university relationships in a manner that helps students succeed and employers thrive.</td>
</tr>
<tr>
<td>Unit Goal 4: Foster</td>
<td>career excellence and innovation through University Campus and Industry/Community partnerships.</td>
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</table>
SU Strategic Plan
Goal 1: Student Learning & Engagement

Career Unit Goal:
Expand career development programs and services to help all students and alumni obtain relevant employment and experiential opportunities (with a focus on inclusion and equity).

SU Strategic Plan
Goal 2: Excellence & Innovation

Career Unit Goal:
Grow Shippensburg University’s impact on the region’s economic and workforce development (and regional competitiveness).

Foster career excellence and innovation through University Campus and Industry/Community partnerships.

SU Strategic Plan
Goal 3: Community & Regional Engagement

Career Unit Goal:
Strengthen community-university relationships in a manner that helps students succeed and employers thrive.
Unit Goal #1:

First Means of Assessment for Unit Goal Identified Above: 2 or more means of assessing the Unit Goal preferred

Unit Goal #1: Objective(s)

Unit Goal #1: Strategies/Activities (Means of Program Assessment & Criteria for Success):

Unit Goal #1: Assessment Results (Summary of Assessment Data Collected):

Unit Goal #1: Use of Results/Future Actions to Improve Unit Goal:

YOUR TURN
Support outcomes are:

• Detailed expectations of support provided by unit
• Focused on the delivery of services, processes, activities or functions to students, faculty or staff
• Related to the nature of the unit
• Succinct and to the point (3-5 are fine…you don’t want too many!)
• USE “Support Outcomes Verb Wheel” to create ACTION ORIENTED Outcomes

*Material from Jodi Levine Laufgraben*
Bloom’s Taxonomy Verb Chart

**Knowledge**
- Remember previously learned information.

**Comprehension**
- Demonstrate an understanding of the facts.

**Application**
- Apply knowledge to actual situations.

**Analysis**
- Break down objects or ideas into simpler parts and find evidence to support generalizations.

**Synthesis**
- Compile component ideas into a new whole or propose alternative solutions.

**Evaluation**
- Make and defend judgments based on internal evidence or external criteria.

**Higher Order Thinking Skills**
- appraise
- argue
- assess
- attach
- choose
- compare
- conclude
- contrast
- defend
- describe
- discriminate
- estimate
- evaluate
- explain
- judge
- justify
- interpret
- relate
- predict
- rate
- select
- summarize
- support
- value
- arrange
- assemble
- categorize
- collect
- combine
- comply
- compose
- construct
- create
- design
- develop
- devise
- explain
- formulate
- generate
- plan
- prepare
- rearrange
- reconstruct
- relate
- reorganize
- revise
- rewrite
- set up
- summarize
- synthesize
- tell
- write
- analyze
- appraise
- breakdown
- calculate
- categorize
- compare
- contrast
- criticize
- diagram
- differentiate
- discriminate
- distinguish
- examine
- experiment
- identify
- illustrate
- infer
- model
- outline
- point out
- question
- relate
- select
- separate
- subordinate
- test
- apply
- change
- choose
- compute
- demonstrate
- discover
- dramatize
- employ
- illustrate
- interpret
- manipulate
- modify
- operate
- practice
- predict
- prepare
- produce
- relate
- schedule
- show
- sketch
- solve
- use
- write
- classify
- convert
- defend
- describe
- discuss
- distinguish
- estimate
- explain
- express
- extend
- generalized
- give
- example(s)
- identify
- indicate
- infer
- locate
- paraphrase
- predict
- recognize
- rewrite
- review
- select
- summarize
- translate
- arrange
- define
- describe
- duplicate
- identify
- label
- list
- match
- memorize
- name
- order
- outline
- recognize
- relate
- recall
- repeat
- reproduce
- select
- state
Taxonomy Verb Chart for Administrative Units
SU Strategic Plan

Goal 1: Student Learning & Engagement

Career Unit Goal: Expand career development programs and services to help all students and alumni obtain relevant employment and experiential opportunities (with a focus on inclusion and equity).

Career Unit Goal Objective: Create an environment which fosters' promotes retention, graduation, and transition into a career/world-of-work and increases the % of students obtaining gainful employment to a minimum of the national average of 65%.

Goal 2: Excellence & Innovation

Career Unit Goals:
- Grow Shippensburg University’s impact on the region’s economic and workforce development (and regional competitiveness).
- Foster career excellence and innovation through University Campus and Industry/Community partnerships.

Career Unit Goal Objective: Create a seamless infrastructure at Shippensburg around Employer Relations opportunities for students to obtain relevant internships, part-time/full-time jobs and employment. Increase utilization by 10 percent annually.

Goal 3: Community & Regional Engagement

Career Unit Goal: Strengthen community-university relationships in a manner that helps students succeed and employers thrive.

Career Unit Goal Objective: Create platform to assess and inform students, faculty, and employers of the value of opportunities. Increase utilization by 10 percent annually.
Create an environment which fosters/promotes retention, graduation, and transition into a career/world-of-work and increases the % of students obtaining gainful employment to a minimum of the national average of 65%.

Empower students/alumni by providing personalized and innovative career development opportunities, experiential learning, and mentoring to help achieve their individual career goals and (in doing so) contribute to the workforce competitiveness of the region.

Help students negotiate their best educational experience and advance Shippensburg University structured approach towards assessment and institutional effectiveness.

Student Learning & Engagement

Office of Inclusion, Innovation, and Investment

CMPDC Unit Goal

CMPDC Objective

SU Strategic Plan
Unit Goal #1:

First Means of Assessment for Unit Goal Identified Above: 2 or more means of assessing the Unit Goal preferred

Unit Goal #1: Objective (s)

Unit Goal #1: Strategies/Activities (Means of Program Assessment & Criteria for Success):

Unit Goal #1: Assessment Results (Summary of Assessment Data Collected):

Unit Goal #1: Use of Results/Future Actions to Improve Unit Goal:
Assessment Measures

<table>
<thead>
<tr>
<th>Direct Measures</th>
<th>Indirect Measures</th>
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<tbody>
<tr>
<td><em>Capture results</em></td>
<td><em>Capture perceptions</em></td>
</tr>
<tr>
<td>Activity volume</td>
<td>Surveys (attitudes / expectations / satisfaction)</td>
</tr>
<tr>
<td>Pre and Post Tests</td>
<td>Focus Groups</td>
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<tr>
<td>Log data</td>
<td>Programming Events</td>
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<tr>
<td>Transactions</td>
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*Material from Jodi Levine Laufgraben*
Unit Goal 1: Expand career development programs and services to help all students and alumni obtain relevant employment and experiential opportunities (with a focus on inclusion and equity).

**Objective 1a:** Create an environment which fosters/promotes retention, graduation, and transition into a career/world-of-work and increases the % of students obtaining gainful employment to a minimum of the national average of 65%.

**Strategy/Activity 1a (Indirect Measure):** First Destinations Survey (Survey sent within 45 days post graduation)

**Objective 1b:** Integrate and increase career readiness throughout the Shippensburg University campus and employer community through the student body/alumni utilizing the department. Increase utilization by 10 percent annually.

**Strategy/Activity 1b (Direct Measure):** Center Usage Statistics of Individual 1:1 appointments, including reasons why students are utilizing the Center

**Objective 1c:** Integrate and increase career readiness throughout the Shippensburg University campus community through workshop/presentation requests. Increase utilization by 10 percent annually.

**Strategy/Activity 1c (Direct Measure):** Center Usage Statistics of campus, community, club, and classroom workshop and presentation requests. Diversity Colleges and Organizations.
### Other Examples of Possible Unit Goals, their Objectives, and their Activities

<table>
<thead>
<tr>
<th>Unit Goal</th>
<th>Objective</th>
<th>Activity</th>
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<tbody>
<tr>
<td>1). <strong>Produce</strong> an up-to-date program for our majors.</td>
<td><strong>Evaluate</strong> curriculum to reflect changes in the discipline</td>
<td>Conduct a <em>focus group</em> of employers who hire our graduates and submit UCC proposals as needed.</td>
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<td>2). <strong>Demonstrate</strong> connections with alumni.</td>
<td><strong>Devise</strong> a plan to increase the number of alumni who interact with the department by 5 each year.</td>
<td><em>Track the number</em> of interactions/outreach events at conferences, events, etc. and develop a follow-up plan.</td>
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<tr>
<td>3). <strong>Identify</strong> and diversify the enrollment of students within majors.</td>
<td><strong>Outline</strong> and increase the number of underrepresented minority students who apply to major.</td>
<td>Conduct a <em>hands-on activity</em> during a school visit with students who could be interested in major</td>
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<tr>
<td>Unit Goal #1:</td>
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First Means of Assessment for Unit Goal Identified Above: 2 or more means of assessing the Unit Goal preferred

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<tr>
<th>Unit Goal #1: Strategies/ Activities (Means of Program Assessment &amp; Criteria for Success):</th>
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<th>Unit Goal #1: Assessment Results (Summary of Assessment Data Collected):</th>
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<th>Unit Goal #1: Use of Results/ Future Actions to Improve Unit Goal:</th>
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</table>
Data Collection and Analysis

- Collect the data, gather your evidence, and apply your method
- Analyze the data, evidence, and methods
- Summarize the collected data in a meaningful way
Unit Goal #1:

First Means of Assessment for Unit Goal Identified Above: or more means of assessing the Unit Goal preferred

Unit Goal #1: Objective(s)

Unit Goal #1: Strategies/Activities (Means of Program Assessment & Criteria for Success):

Unit Goal #1: Assessment Results (Summary of Assessment Data Collected):

Unit Goal #1: Use of Results/Future Actions to Improve Unit Goal:
Use of Results/Future Actions; Why it is Important to Use

• Increase Student Success & Enrollment
  • Retention
  • Persistence
  • Graduation

• Increase Student Achievement/Engagement
  • Improve Learning/Skill Sets
  • Campus/Community Engagement

• Enhance Unit’s Performance
  • Identify strengths and weaknesses
  • Provide clarity on programs, services and overall unit function
TO SET PRIORITIES
WE MUST BE SELF-
AWARE AND
ESTABLISH
RELEVANT AND
FEASIBLE
BENCHMARKS FOR
STUDENT SUCCESS

View Handout of Sample Assessment Report
Entering Assessment Plan/Data into Nuventive
Non-Academic Unit Assessment Review Form

Division:

Reviewers:

Goal Statements and Objectives/Outcomes:
- Clearly articulated goals
- Goals linked to the University’s Strategic Plan
- Objectives and outcomes support the goals
- Objectives and outcomes are assessable
- Report includes input from all departments and offices within division

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<tr>
<th></th>
<th>Met</th>
<th>Partially Met</th>
<th>Not Met</th>
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Comments:

Analysis of Effectiveness:
- Appropriate analysis conducted for each outcome and objective
- Evidence of critical evaluation of division’s effectiveness relative to the goals and objectives
- Clear analysis-driven recommendations for improvement

Comments:

Supporting Documentation
- Sufficient information/evidence to understand analysis

Comments:

Overall Comments and Suggestions:

Does the report need to be revised?
- No
- Yes ✔ if yes, please describe in detail the additional material and analysis that are being requested
Questions?

The Purpose of...

- **Assessment** is to **Increase** quality.
- **Evaluation** is to **Judge** quality.

Too short and not enough leaves. ☹️
Nuventive Protocol
- Navigating the system
- Entering data
- Creating reports

AAAT Assessment Protocol
- Rubric calibration
- Effective feedback

Academic Programs Protocol
- SLOs and Benchmarks
- Assessment Methods
- Use of Assessment Results
Discussion of History and Future of IE
Institutional Effectiveness Workgroup